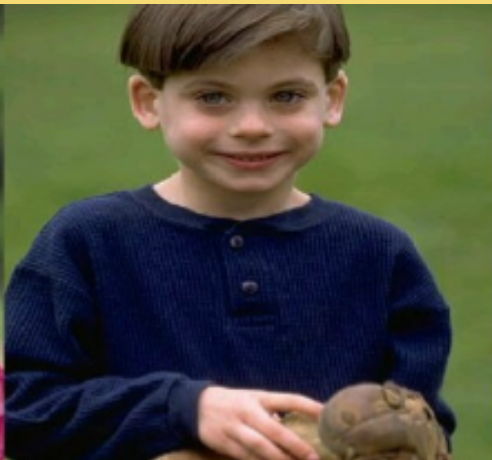
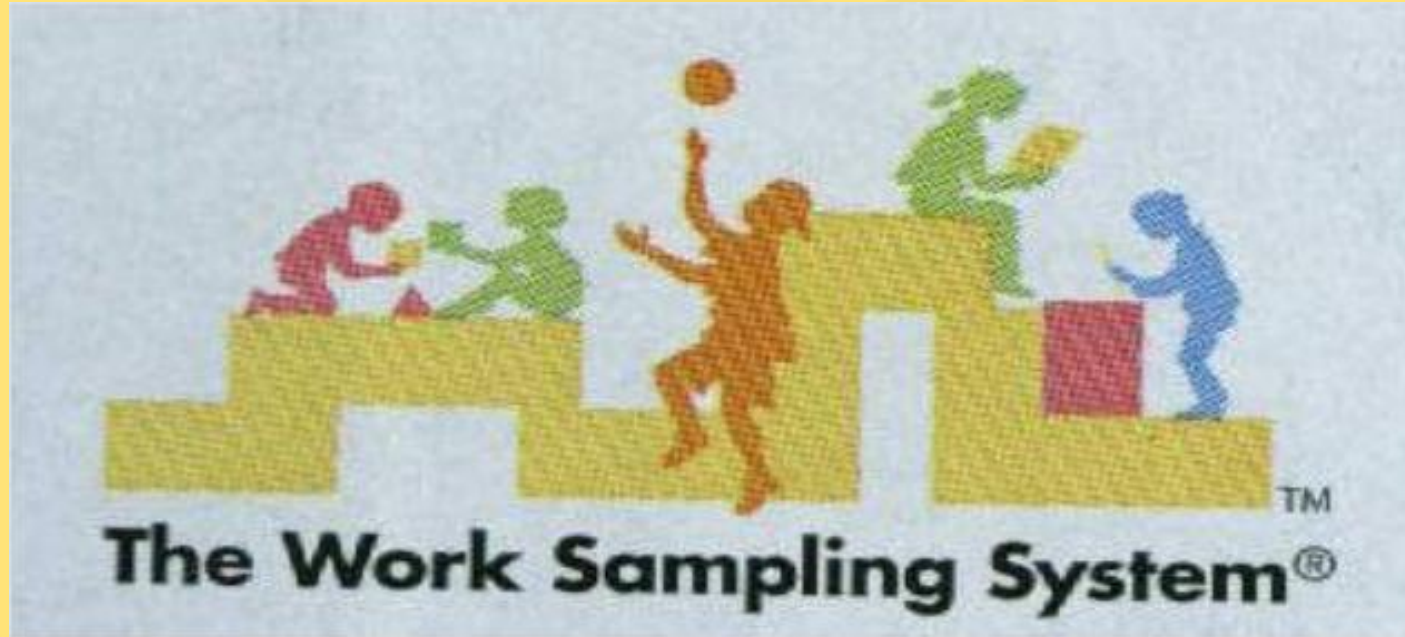


Work Sampling System®



Essence of Work Sampling

- **Ongoing**
- **Objective**
- **Standards-based**
- **Curriculum-embedded**
- **Multiple sources**
- **Can-do model of assessment**

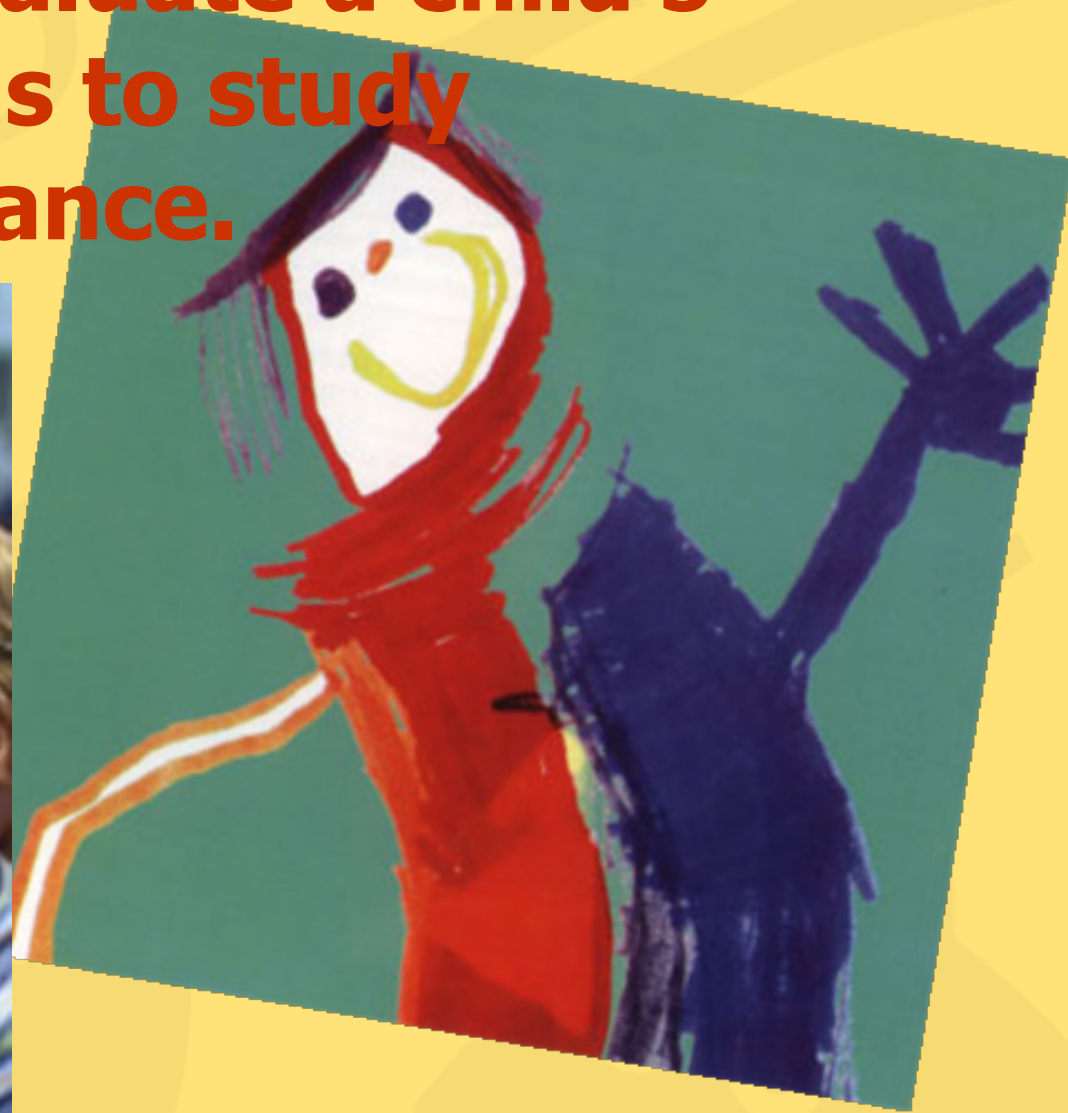
Curriculum-embedded Assessments

- **Assessment occurs in the context of classroom activities**
- **Student's routine classroom performances are the "data" for the assessment**

On-demand Assessments

- **Students perform tasks when asked**
- **Tasks may or may not be familiar to the student**

The best way to evaluate a child's performance is to study performance.



Key Elements of Work Sampling

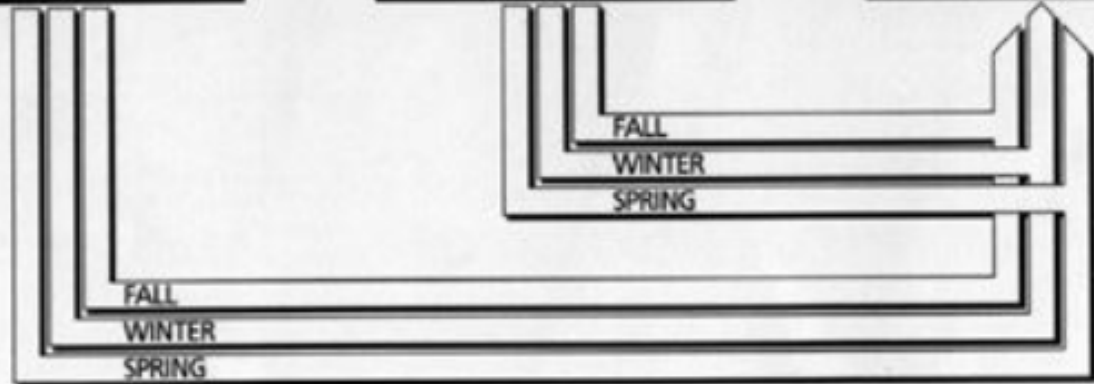
1. Developmental Guidelines and Checklist
2. Portfolios
3. Summary Reports

Overview of the Work Sampling System®

The Work Sampling System®

Domains

- I Personal & Social Development
- II Language & Literacy
- III Mathematical Thinking
- IV Scientific Thinking
- V Social Studies
- VI The Arts
- VII Physical Development



Preschool-3

Preschool-4

Kindergarten

First Grade

Second Grade

Third Grade

Fourth Grade

Fifth Grade

Element 1: Purposes of Guidelines and Checklists

- Focused on teachers' observations
- Summarizes and interprets collected observations
- Provides valid criteria for evaluation
- Supports curriculum and instruction
- Correlates to VELs and PreK Rules requirements (entry to program and end-of-the-year)

Element 2: Portfolio

- Provides examples of children's work and ideas
- Displays each child's learning over time
- Involves child in assessing their own work

Element 3: Summary Reports

- Completed 3 times per year
- Guides instructional planning
- Gives families info about their child's progress
- Provides administrators with info on child's achievement within program

Let's take a closer look at the Organization of the Guidelines

At your table open a Preschool 3 or Preschool 4 Developmental Guidelines booklet.

- Domain—developmental area
- Functional Component
- Performance Indicator
- Rationale
- Examples

Domain

I Personal and Social Development

II Language and Literacy

III Mathematical Thinking

IV Scientific Thinking

V Social Studies

VI The Arts

VII Physical Development and Health

Functional Components and Performance Indicators

Each **domain** lists functional components and performance indicators

II. Language and Literacy

A. Listening

1. Gains meaning by listening

(describes criteria and also lists examples)

Domain

Functional
Component

Performance
Indicator

Omnibus

- Each omnibus provides teachers with a scope of developmental guidelines, showing growth over 6 years

Developmental Checklist

A teacher's worksheet to keep track of what you know about a child through observation and what or who you need to find out more about.

Turn to the sample Preschool 3 or Preschool 4 Developmental Checklist in your booklet.

Organization of Checklists

- **Domains (I, II, III, etc.)**
- **Functional Component (A,B,C, etc.)**
- **Performance Indicator (1,2,3, etc.)**
- Collection Periods (F,W,S)
- Ratings
- Identifying information
- Front Cover/Back Cover

Checklist Ratings

Assessment is conducted
three times per year:

Fall, Winter, Spring

- **Proficient**

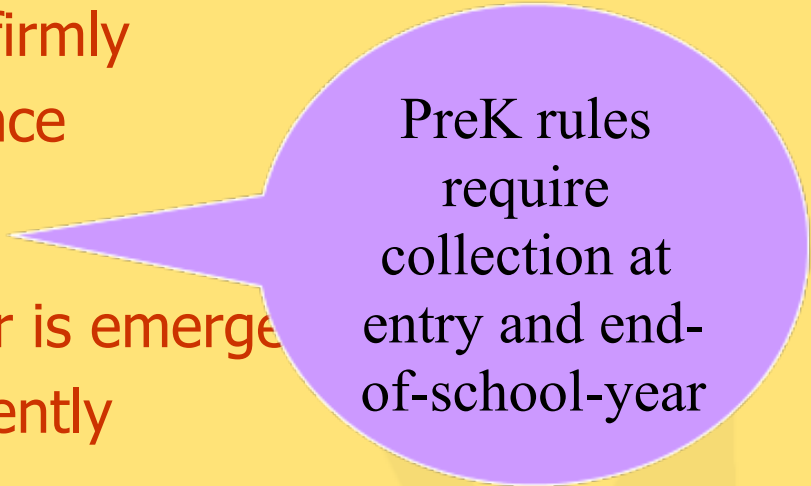
The skill, knowledge, or behavior is firmly
within the child's range of performance

- **In Process**

The skill, knowledge, or behavior is emerging
and is not demonstrated consistently

- **Not Yet**

The skill, knowledge, or behavior has not been demonstrated



PreK rules
require
collection at
entry and end-
of-school-year

Checklist Ratings

- **N/A (not applicable)**

The skill, knowledge, or behavior has not yet been taught

- **DNO (did not observe)**

The skill, knowledge, or behavior has not been observed



So how do I gather all this
information??????????????



Using the Guidelines and Checklist: Before you start

Get organized!

- Set up a teacher file
- Make it manageable

Three ways to observe

1. in the action

1. out of the action

1. after the fact

Documentation Tools

- Mailing labels
- Legal pads
- Index cards
- Calendars
- Butcher paper
- Masking tape
- Post-it TM notes



Documentation Tools (con't)

- WSS Process Note Forms
- Carpenter's aprons
- Tape recorders
- Still cameras, video cameras, and hand-held computers



Documentation Methods

- Brief notes
- Anecdotal notes
- Running records
- Rating scales
- Matrices
- Tallies



Documentation Methods(con't)

- Time samplings
- Diagrams, sketches, and photographs
- Audiotapes and videotapes

